DOCUMENT RESUME

ED 315 416 SP 032 063

TITLE	Recruiting Minority Teachers. A Practical Guide.
INSTITUTION	American Association of Colleges for Teacher Education, Washington, D.C.
SPONS AGENCY	Metropolitan Life Foundation.
REPORT NO	ISBN-0-89333-061-2
PUB DATE	89
NOTE	37p.
AVAILABLE FROM	AACTE Publications, One Dupont Circle, Suite 610, Washington, DC 20036-2412 ($20.00).
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Asian Americans; Black Students; Cultural Differences; Elementary Secondary Education; Higher Education; Hispanic Americans; *Minority Group Teachers; Role Models; Socioeconomic Background; *Student Characteristics; *Student Recruitment; *Teacher Recruitment; *Teacher Shortage

ABSTRACT

This publication was developed to meet an apparent need for new and effective strategies to recruit greater numbers of racial and ethnic minorities to the field of education. It deals specifically with prospective candidates who are Black, Hispanic, and Asian. The guide is organized in three sections. Part I, "Getting to Know the Target Group", is based on a 1988 American Association of Colleges for Teacher Education national survey of teacher education students and provides general background and preferences information on students by race and ethnicity. Part II, "Concern, Commitment, Collaboration, and Creativity: The Four Cs of Recruitment," describes strategies for recruiting individuals from various levels, namely precollege, college, and midcareer/nontraditional. Part III, "Recruitment Success Stories," describes programmatic and administrative elements of four university-based minority recruitment programs. (JD)

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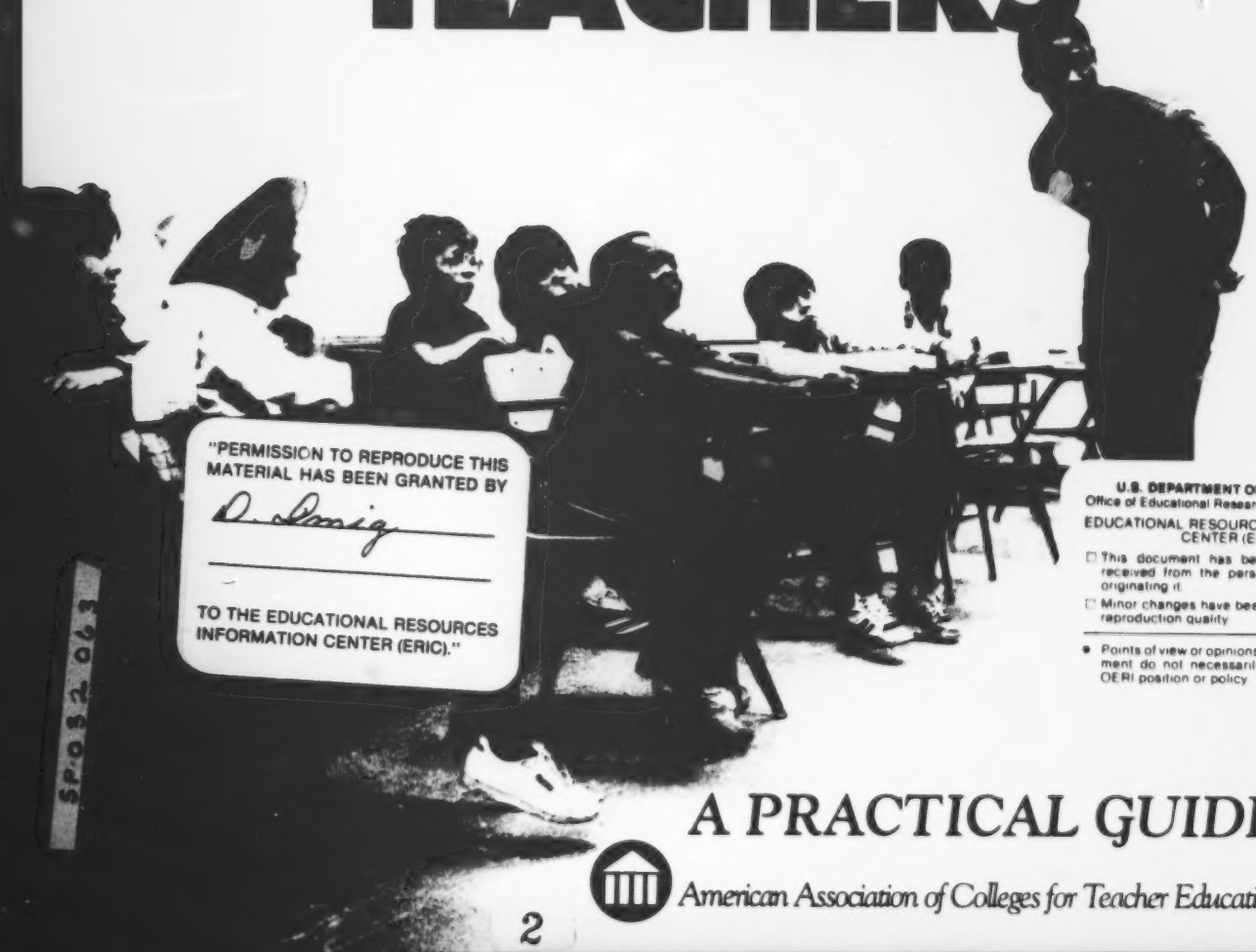

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A PRACTICAL GUIDE

American Association of Colleges for Teacher Education

RECRUITING MINORITY TEACHERS

A PRACTICAL GUIDE

American Association of Colleges for
Teacher Education
One Dupont Circle, Suite 610
Washington, DC 20036-2412
202-293-2450

Support for this research project and the publication of this document was made available by the Metropolitan Life Foundation.

The opinions, conclusions, and recommendations expressed in this guide are not necessarily those of the funding source or the American Association of Colleges for Teacher Education. AACTE is printing and distributing this document to stimulate discussion, study, and improvement of teacher education.

Copies of
Recruiting Minority Teachers: A Practical Guide
may be ordered from:
AACTE Publications
One Dupont Circle, Suite 610
Washington, DC 20036-2412

Single Copy (prepaid) $20.00

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Printed in the United States of America

Library of Congress Catalog Number: 89-081814

International Standard Book Number: 0-89333-061-2

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ACKNOWLEDGMENTS

The American Association of Colleges for Teacher Education (AACTE) recognizes the many individuals who contributed to the development and publication of this recruitment guide.

A national advisory committee was convened to inform the project which included a survey of teacher education students' backgrounds and attitudes and this publication. Members were: Richard Arends (University of Maryland-College Park), Dorothy Prince Barnett (North Carolina A&T University), Ricardo Garcia (Eastern Montana College), Antoine Garibaldi (Xavier University of Louisiana), Chontell Richardson (Howard University student), Ana Maria Schuhmann (Kean College of New Jersey), and Nancy Zimpher (Ohio State University). Their advice and experience enhanced all activities.

Drs. Garcia and Garibaldi as well as Ella Simmons (Kentucky State University) and Philip Chinn (California State University-Los Angeles) provided valuable service in their site visits and subsequent reports of Heritage College, Xavier University, University of Louisville, and California State University-Dominguez Hills. We also owe a debt of thanks to the administrators of those institutions for taking time from their schedules to provide information and insights on effective recruitment and retention programs.

While this project operated under the direction of Mary Dilworth, AACTE's director of research and information, Dagmar Kauffman, program associate, contributed considerable time and energy in the organization and development of this guide. Her fine skills are in evidence throughout this publication.

Finally this effort was made possible through the generous assistance of the Metropolitan Life Foundation.

INTRODUCTION

This publication was developed by the American Association of Colleges for Teacher Education (AACTE) to meet an apparent need for new and effective strategies to recruit greater numbers of racial and ethnic minorities to the field of education. The shortage of Black, Hispanic, Asian, and Native American teachers is becoming increasingly evident in every region of the country; in urban, suburban, and rural school districts; and in public and private schools, colleges, and departments of education (SCDEs).

The call for more minority teachers is often accompanied by the justification that Black, Hispanic, and other minority youngsters need role models in order to learn more effectively. While role models enhance a child's impression of what he or she is or can be, there is an even more important goal in securing a racially and ethnically balanced teaching population. Minority teachers bring with them an inherent understanding of the backgrounds, attitudes, and experiences of students from certain groups and therefore can help inform majority teachers on effective ways and means to communicate with these youngsters. In addition, a teaching force that reflects the community at large can foster greater cross-cultural understanding and awareness.

In a sense, the critical shortage of minority teachers begins at the earliest levels of education. Many of the nation's minority and/or low income students are those most at risk of low educational attainment and are less likely than majority students to attend and complete four or more years of college. This clog in the pipeline, which limits the pool of college-bound students, who might become teachers, must be remedied to increase racial and ethnic representation in all professions, and teaching in particular.

The proportion of racial/ethnic minorities in the profession is miniscule, particularly when measured against the increasingly diverse K-12 school population. Of the current 2.3 million public school teachers (National Center for Education Statistics, 1989), minorities account for only 10.3% (National Education Association, 1987) and projections indicate that by the 1990s, minorities will constitute about 30% of the population, but only 5% of the K-12 teaching force (AACTE, 1988). Disaggregating these data by race, Blacks represent 16.2% of the children in public school, but constitute only 6.9% of the teaching force; Hispanics represent 9.1% of the children in public school, but only 1.9% of the teaching force; Asian/Pacific Islanders 2.5% of the children in public school, but only 0.9% of the teachers; and American Indians/Alaskan Natives 0.9% of the children in public schools, but only 0.6% of the teachers. Whites represent 71.2% of the children in the public school, but 89.7% of the teachers (OERI 1987, NEA 1987).

Because a greater proportion (37%) of Black and Hispanic teachers have 20 or more years of experience than do White teachers (30%) (Metropolitan Life, 1988), the minority teaching force can be expected to shrink even more if no action is taken to increase the number of minority teachers. At present, it is unlikely that the nation's few remaining minority teachers will be replaced, unless dramatic action is taken to encourage minority recruitment and retention.

AACTE's 1987 enrollment data substantiate further that minority participation in K-12 is significantly higher than participation in schools, colleges, and departments of education. At least one-third of the 50 states have K-12 minority enrollments of more than 20%, and of these, only six states have SCDE minority enrollments that exceed 15%.

The limited number of Black, Hispanic, and other minority students entering teacher education is only part of the problem. Equally disturbing is the Metropolitan Life Foundation's annual report (The American Teacher, 1988) finding that minority teachers are far more likely than majority teachers to leave the profession. By all indications, within the next decade, the majority of children in the United States will complete elementary and secondary school without encountering a minority teacher. Clearly, initiatives must be established now to assure a more culturally enlightened nation in the future.

This guide is organized in three sections. Part I, Getting to Know the Target Group, is based on a 1988 AACTE national survey of teacher education students and provides general background and preference information on students by race and ethnicity. Part II, Concern, Commitment, Collaboration, and Creativity: The Four Cs of Recruitment, describes strategies for recruiting individuals from various levels, namely precollege, college, and midcareer/nontraditional. Part III, Recruitment Success Stories, describes programmatic and administrative elements of four university-based minority recruitment programs.

PART I

Getting To Know the Target Group

Background information on your target audience is essential to developing an effective recruitment campaign. Where do today's teacher education students come from? What prompted them to go into teaching? What factors led them to attend a particular institution? These are just a few questions worth asking before you begin your recruitment campaign.

Teacher education students are similar in many ways. The classic response for entering teaching is and has always been "the opportunity to help children grow and develop." Teacher education students also exhibit some distinct differences because of their different backgrounds and cultures. These differences are worth noting, particularly if you wish to attract a particular type of teacher education student.

The following information has been drawn from AACTE's recent national survey of teacher education students. They are designed to be a useful reference and should not be used to replace an assessment of your own target group.

Teacher education students tend to

- participate in extracurricular activities in high school, although Asian students are less likely than others to do so.
- report a high school grade point average of B.
- apply and be accepted to two or three colleges.
- rely on information from friends, relatives, campus visits, and brochures when making a decision about which college to attend.
- recommend their college to others.
- feel that they are successful in their teacher education programs and attribute that success to education faculty feedback and fellow students.
- be 23 years old or older when they complete their teacher education programs.

Black, Hispanic, and Asian teacher education students tend to

- grow up in neighborhoods dominated by their cultural group.
- attend high schools dominated by members of their own racial/ethnic group.
- consider a high school career guidance office more important in their decision to attend college than others.
- attend institutions with a critical mass of minorities.
- feel that testing is necessary, but that current tests discriminate against minority students.
- identify disciplinary problems in schools as a deterrent to minority participation in the profession.

Hispanic teacher education students tend to

- report English as a second language.
- have mothers with less than a high school degree.
- be less influenced by having the summers off than others.

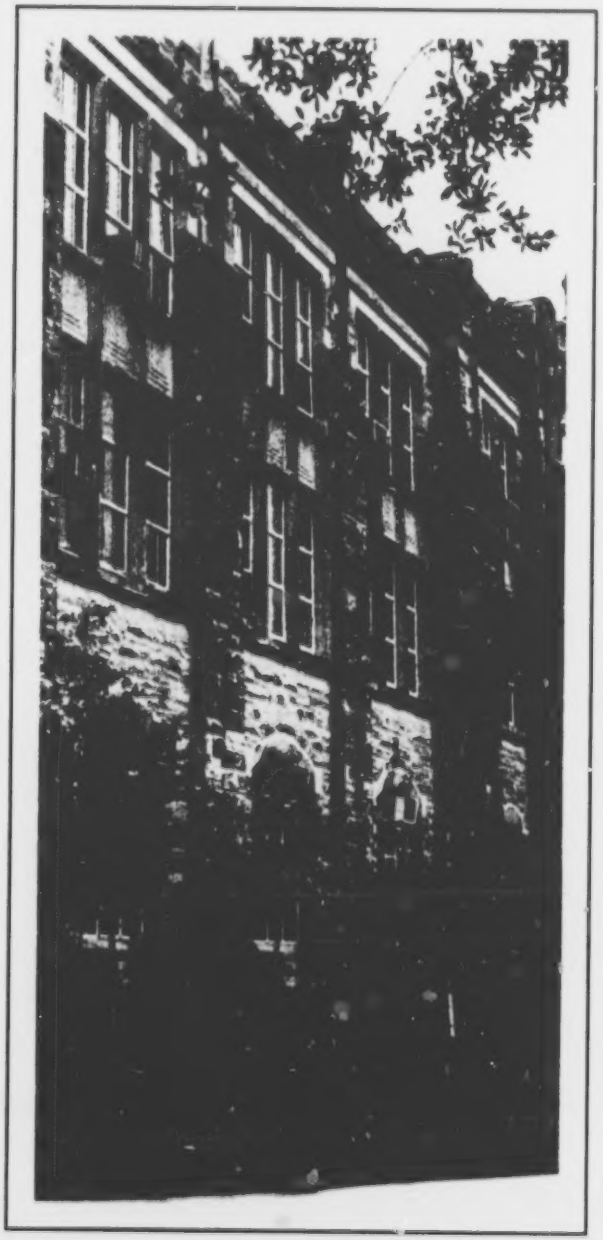
- expect to attain a doctoral degree more so than others.
- attend institutions less than 20 miles from home.
- be less likely to have attended a different four-year institution before attending their current institution.

Black teacher education students tend to

- rely on high school and career counseling more so than others.
- be less likely to attend their first choice of college primarily because of the lack of financial aid.
- receive teacher-education-specific financial aid more often than others.
- find teacher education professors less helpful in career preparation than others.
- consider low teacher salaries an important reason for preventing minorities from entering the profession.

Asian teacher education students tend to

- rely more heavily than others on college catalogs to decide what college to attend, and less on campus visits.
- travel greater distances to attend college than others.
- consider the overall appearance of a college campus of lessor importance than others.
- consider personal and academic counseling, and the availability of tutoring services, more important than others.
- have English as a second language.
- have an estimated combined parental income of less than $20K.
- find their college's administration insensitive to minorities more so than others.



PART II

Concern, Commitment, Collaboration, And Creativity:

The Four Cs Of Recruitment

Concerns about the dwindling number of minority teachers have generated a tremendous amount of commitment, collaboration, and creativity among those responsible for recruitment activities in teacher education. Annual conferences, for example, in Lexington, Ky., and Norfolk, Va., where educators have come together and exchanged ideas and strategies successful in recruiting minorities, have spurred on recruitment activities throughout the nation. The most recent proceedings of the Lexington conference demonstrate the activities in this area (Middleton, 1989).

The four Cs of recruitment—**concern, commitment, collaboration,** and **creativity**—represent factors important for the success of your particular recruitment initiative.

First, you and your fellow administrators in schools, colleges, and departments of education (SCDEs); in state, regional, or local education agencies; in teacher unions; and in other organizations must **concern** yourselves with the various aspects of the problem and be ready to tackle them.

Second, **commitment** to the recruitment program or project that you and all of the involved parties devise must be recognized as a characteristic vital for success. Capable and responsible leadership, sufficient allocation of resources, and the provision of incentives for staff and students to support and participate in your program will ensure its effectiveness.

For you to succeed in your recruitment effort, it is important that you make it a high priority for your campus or agency and that it involve all faculty or staff. Moreover, the recruitment effort should provide the highest quality of programs, role models, and experiences for the prospective minority teachers.

Regular staff and resources should be committed to the effort. With the support of new funds or reallocated existing funds, you should appoint full-time minority recruiters and advisors to recruit and retain minority teachers for your campus or agency.

Third, **collaboration** among all of those concerned about the problem is important. The sharing of information, resources, and responsibilities and the exchange of staff enhance the prospects for program success.

Fourth, **creativity** in developing your institution's recruitment program is an ingredient essential for success. In conceptualizing an approach for your institution or agency, you should be creative and ready to combine strategies, piece elements of different strategies together, or simply try something for which there may be no model.

This section is designed to give you helpful and practical ideas of activities that have been successful in increasing the number of minority teachers. Even though some of the strategies may not work for you, a combination of others may serve your institution or agency well.

The strategies are organized into three parts reflecting the different pools from which potential teachers can be recruited: precollege students, college students, and nontraditional students.

The precollege student group includes elementary, junior high, and senior high school students. Students typically decide if they will attend college by the time

they enter junior high school. A large proportion of the precollege students have talked to their parents and peers about college and have visited a college campus. Most junior and senior high school students, when asked about the occupation they will likely have by the time they are 30 years old, express the desire to be a teacher (Council for Advancement and Support of Education [CASE], 1988).

Since the decision-making process starts early, one cannot wait to publicize a particular program and recruit students until the students have reached their senior year. Recruitment can start as early as fifth grade (CASE, 1988).

The college student group includes students enrolled in four-year institutions who have not declared majors and students who are enrolled in two-year colleges. The number of students who are undecided about their majors has increased in recent years, as has the percentage of minority students enrolled in community colleges (American College Testing Program, 1986; Darling-Hammond, 1985). These students, who have traditionally been regarded as the most desirable target population, constitute a large pool of potential teachers.

The nontraditional student group is a pool of potential teacher candidates who typically have not been pursued. This group includes professionals and military personnel who have retired from their jobs and are interested in teaching careers; those who may have held teaching certificates at one time but pursued other career interests; paraprofessionals who, in many instances, already hold two-year degrees and work, for example, as teacher aides; professionals from a wide variety of fields who seek a career change; two-year graduates interested in teaching; and college graduates who chose to raise children and are now interested in careers outside the home.

PRECOLLEGE STUDENTS: RECRUITMENT AND RETENTION STRATEGIES

Efforts to recruit elementary, junior high and senior high school students into teaching have been creative. Techniques have focused on disseminating information about the teaching profession, programs, internships, financial assistance, and many other activities. In this early stage of choosing an occupation and selecting a college or university, two-thirds of all junior and senior high school students rely on college brochures and catalogs as well as on recommendations and advice from parents or friends. Therefore, administrators should be sure to emphasize the dissemination of information in their recruitment efforts and involve the students' parents or guardians and friends (American Association of Colleges for Teacher Education [AACTE], 1988).

MAIL CAMPAIGNS

Personalized letters are mailed to high school juniors and seniors introducing the SCDE or the particular program and inviting the students to visit the campus or program site. The SCDE decides on the particular student body it wants to attract, e.g., students in a certain geographic area or with a specific teaching interest, and requests addresses from local high schools or school districts. Another option is to recruit local high school counselors to coordinate and assist in this dissemination effort.

Mail campaigns are particularly effective in generating student interest when letters address the student personally, convey a clear and persuasive message relating to the student's needs, and include attractive, easy-to-understand informational material. SCDEs and other agencies may work with volunteer crews to follow up the mail campaigns with periodic phone calls. This will sustain and foster students' interest in the teacher education program.

INFORMATION HOT LINES

A toll-free telephone hot line staffed by the SCDE or other agency may be established, providing information on the education program, the teaching profession, financial aid, college entrance requirements, and other important criteria. The hot line may be statewide or nationwide and operate during set hours each day or week.

A hot line is particularly helpful in areas with few universities or colleges, where other outreach programs cannot be easily coordinated. Such a phone number, which should be advertised to high school counselors in a specific region or in the entire state, is a helpful tool for identifying students interested in teaching careers.

ADVERTISING CAMPAIGNS

Publicizing the need for teachers through advertisements on local radio and television stations is also useful. A hot line number and/or contact addresses can be advertised, so that students can request information.

Attractive bookmarks can be sent to callers and also placed in public libraries, bookstores, record shops, and other public places frequented by adolescents.

In response to students' inquiries, agencies should send personalized letters. Letting students know that they are communicating with a "real" person in this otherwise impersonal process is important and usually generates a higher response rate.

CAREER-IN-EDUCATION CONFERENCES

The SCDE and/or other agencies, in conjunction with one or more high schools, may sponsor a Career-in-Education conference for students interested in teaching. Presentations—by SCDE, school, and district faculty and administrators—and workshops or seminars give high school students an idea of what college and teacher education programs are like. If institutionwide career fairs are held on your campus, the SCDE should be sure that education as an occupation is represented. It is most important that these presentations include information about the supply and demand of the teaching profession so that students will know jobs are available and they will become familiar with the salary range and the kinds of fringe benefits.

In this kind of informal atmosphere, complete with refreshments, high school students are provided with the opportunity to meet faculty and administrators and learn about the teaching profession.

Visiting students should sign attendance sheets, which can then be used for follow-up activities.

CAMPUS VISITS

In collaboration with a local elementary or high school, the SCDE may sponsor campus and departmental visits to give students information about teacher education and the campus. High school principals or counselors can identify students interested in the teaching profession and also can visit the campus with the students.

The goal of campus visits is twofold: to bring students to your campus and to give you an opportunity to meet and network with local school counselors, who can play a central role in your recruitment effort.

RECRUITMENT TRIPS

Administrators and faculty may also make recruitment trips to other areas to identify qualified students who are interested in education.

SCDEs and school districts that are located in areas without a broad base of college-bound youth may find recruitment trips very helpful. An administrator could invite promising students to visit the campus, possibly covering their travel expenses and/or offering financial incentives such as assistantships to those who decide to attend the institution.

TEACHER CAMPS

The SCDE in collaboration with the school district may also identify high school students interested in teaching and place them as teacher aides in elementary schools. Before their assignment in the fall, they might attend a summer camp held at the university to familiarize themselves with the university system and to receive information on the teacher education program and the teaching profession. The camp could also provide workshops on test-taking skills and improving study habits.

Efforts such as this strengthen the relationship between public schools and institutions of higher education and demonstrate to students that teachers are part of a professional team.

ALUMNI NETWORKS

The SCDE may compile a list of education alumni who currently teach or have taught and enlist them as volunteer recruiters of high school students. Alumni would visit high schools, talk about the teaching profession, and disseminate information about the SCDE.

The alumni would interact on a one-to-one basis with the high school students, share their experiences as teachers, and be role models for the students. These alumni also could assist the students with the college application process as well as schedule financial aid seminars for parents and students.

The SCDE may consider using the pool of minority teachers who are early retirees to serve as role models in recruitment programs and other college activities. Many early retirees are still energetic and enthusiastic and can be effective recruitment evangelists.

PARENTS' NIGHTS

The SCDE or other agencies and parents and guardians of students who have expressed interest in teaching may arrange for a Parents' Night at the university for light refreshments and information on the department, the profession, college entrance requirements, and financial aid. Because the majority of the students look to their parents or guardians for information and advice on choosing a profession (CASE, 1988), Parents' Night activities emphasize and confirm parents, students, and educators as a decision-making team and provide them with important information about teaching.

FUTURE EDUCATORS'/ TEACHERS' CLUBS

In collaboration with state agencies, SCDEs and public schools may establish or revive Future Educators'/Teachers' Clubs, thereby exposing students to the teaching profession early in the formative years of their schooling.

High school counselors could attend seminars to learn about the clubs and initiate them at their schools. SCDEs and school districts should compensate the counselors for these added responsibilities.

Student involvement in these clubs might include tutoring, serving as teacher aides, and making field trips to a local university where the students could familiarize themselves with the teacher education program and the campus.

The combination of students' early exposure to the teaching profession and a professional partnership between schools and postsecondary institutions is likely to stimulate students' interest in college and especially the teaching profession.

TEACHER EDUCATION COURSES

The SCDE or other agencies may want to give high school juniors and seniors the opportunity to take a specific number of tuition-free credit hours for high school or college credit. Students could be required to meet a certain grade point average (GPA) and have their teachers submit recommendations. Introductory foundations and methods courses could be team taught by SCDE and school faculty.

TEACHER MENTOR PROGRAMS

The SCDE, a local high school, and the state education agency might establish a teacher mentor program. SCDE and school faculty could be assigned to serve as mentors for high school students interested in a teaching career and to provide them with (1) information about the teaching profession, (2) personal support, (3) and ongoing mentoring throughout college.

Other ways that SCDE faculty could serve as mentors to junior high school students include involving them in book reports and meeting with them to talk about their work. Early exposure to the university and faculty increases the students' familiarity with and interest in college and the teaching profession.

The success of mentor programs increases significantly if the mentors receive release time for their new responsibilities so that they can advise and counsel students effectively. If this responsibility is merely added to someone's job description, it is likely that the student will not receive adequate attention.

TEACHING MAGNET SCHOOLS AND PROGRAMS

SCDEs might collaborate with local school districts to establish magnet schools designed specifically for future teachers. SCDE faculty and high school teachers could collaborate in teaching magnet school programs, making presentations on various topics related to becoming a teacher. SCDEs network with magnet schools and facilitate the college application process when students finish high school.

This type of collaboration facilitates the recruitment process for SCDEs, because the students enrolled in teaching magnet programs have already expressed a desire to become teachers. Programs of this kind exist at Calvin Coolidge High School in Washington, D.C. and the Crenshaw Teacher Training Academy in Los Angeles.

FINANCIAL INCENTIVES

SCDEs, universities, or state agencies might provide at least one annual four-year financial aid package per high school for promising students who commit to teaching in the state for at least the specific time length of the loan thereby allowing the loan to be forgiven.

In collaboration with the state's school systems, SCDEs might offer incentive programs for qualified high school juniors and seniors. SCDEs can plan individualized financial aid packages—taking advantage of available scholarships, grants, and loans—for eligible students' college education. School districts can also contribute to the students' expenses and agree to employ the students after graduation.

The combination of a sound financial aid package and a school district's promise of a job and/or contribution to college expenses will significantly alleviate students' fears that a college education will be too expensive and that he or she will not find employment after completing the teacher education program.

COLLEGE STUDENTS: RECRUITMENT AND RETENTION STRATEGIES

Students in this group include four-year college students who have not yet declared a major and students enrolled in two-year colleges. Two-year college students are a particularly good group to recruit because a small percentage typically transfer to four-year colleges and universities. Many of the students may be interested in teaching careers and would welcome information on the teaching profession, financial aid, and transfer to a four-year institution.

The demographics of the two-year college student group have changed from traditional students who would enter college immediately upon completion of high school to students with a mean age of 24 years. Today, 25 percent of the students in this group are married and hold jobs (AACTE, 1988).

In planning recruitment and retention activities, you have to be prepared to accommodate the needs of nontraditional students. These students need, among other things, child-care services and course schedules that offer evening classes.

OUTREACH PROGRAMS

Outreach programs are particularly effective in introducing the SCDE to prospective teachers in the college-student group.

Annual SCDE Picnics

The SCDE and enrolled students can invite those students who have not yet decided on a major to an annual picnic to promote education as a career. A list of names is obtained from the registrar's office and screened for certain GPA requirements and other teacher education criteria.

The selected students receive personalized letters emphasizing their potential to become teachers and inviting them to the picnic. Education faculty and students ensure that each participant receives individual attention. Participating students sign an attendance sheet so that administrators can follow up with them after the picnic.

SCDEs also can establish a "Teacher Education Day" on campus and invite school district personnel officers to talk about employment opportunities in the teaching profession.

Community College Articulation Programs

The SCDE and other agencies' administrators and faculty might visit area community colleges to present career information and organize financial aid workshops and campus visits. Presentation of preliminary information could possibly expand into an articulation program between a two-year and a four-year institution.

SCDEs might establish partnerships with local community colleges, giving students the opportunity to complete certain courses on SCDE campuses. Students could receive credit for their first two years at the community college and then transfer to the four-year institution.

A dual admissions process, by which the community college students are admitted at both institutions, could facilitate this program. If the colleges are in close proximity, visits and other activities can be arranged so that community college students can familiarize themselves with the four-year campus and the college environment.

Marketing and Placement

Marketing and placement services sponsored by the SCDE serve both recruitment and retention purposes by showing students their work following graduation is important.

Teachers' Fairs. SCDEs and school systems might organize teachers' fairs on campus to provide opportunities for school officials to interview teacher education degree candidates about jobs upon graduation.

Marketing of Graduates. SCDEs could maintain a list of persons about to graduate and, with the consent of the students, advertise the list to school districts and also act as a clearinghouse to match graduates with vacant positions. An effective placement service (1) retains already enrolled students, (2) conveys a positive image of the institution to its students and the community, and (3) successfully completes the education pipeline process.

Internships with School Districts

SCDEs might collaborate with public school systems and offer their education majors an opportunity to intern in those districts. Summer programs are desirable because they give students an opportunity to gain experience while having a paid summer job.

SUPPORT SERVICES

Support services retain students and make them feel comfortable in the college environment.

Faculty Mentor Programs. SCDEs can compile lists of all minority students applying to the SCDE and assign faculty members as their counselors to provide support and encouragement even before their admission to the SCDE.

Student Mentor Programs. SCDEs might match each new student with a junior or senior student in the teacher education program. The mentors provide support and assist new students in their new environment. To equip them to help, mentors would attend a seminar to learn about the needs of incoming students and what services (career counseling, tutoring services, etc.) they can refer new students to.

Faculty and student mentors can provide essential support and encouragement to help students who are feeling overwhelmed by the college experience and prevent them from dropping out.

Mandatory Education Orientation Classes. SCDE faculty can be assigned to teach orientation classes on the education curriculum, student teaching, and other matters to provide new students with a sense of direction in their new environment.

Academic Advising and Tutoring Centers. Appointed faculty can maintain an advising and tutoring center, which provides academic support such as writing and test-taking workshops as well as one-on-one advising and tutoring services. In addition, holding regular meetings of all education majors where they can share their experiences and problems increases the students' comfort level and reduces the probability of their dropping out.

FINANCIAL INCENTIVES

SCDEs in collaboration with school districts should design financial incentive packages in any of the following forms.

Early Teaching Contracts. SCDEs and school district(s) might offer early teaching contracts to education majors. The students are promised a teaching position at a certain salary upon graduation.

State Scholarships and Forgivable Loan Programs. States could award student loans and scholarships of up to four years if the recipients agree to teach (1) in a certain area of the state (urban, suburban, or rural, depending on the state's needs), (2) in the state in general, and/or (3) in a certain subject area.

Tuition Remission. SCDEs and other organizations might provide free tuition to outstanding students. A list of students who are academically successful can easily be obtained from the registrar's office, with the students' permission.

Because lack of financial assistance is the most commonly cited stumbling block for students in postsecondary education, you should continuously explore new avenues and sources to support education students.

NONTRADITIONAL STUDENTS: RECRUITMENT AND RETENTION STRATEGIES

Because most recruitment efforts have focused on college-bound students, the pool of nontraditional students has been neglected. In recent years, institutions of higher education, nonprofit and professional organizations, state education agencies, and teacher unions have recognized the potential value of recruiting mid-career professionals who want to change their careers and military and other professional retirees who are ready to pursue second careers. Although the persons in this pool have diversified educational and occupational backgrounds, many hold baccalaureate or two-year degrees, thus making them ideal candidates for the teaching profession.

RECRUITMENT OF PARAPROFESSIONALS

SCDEs and state and local education agencies may want to consider designing one of the following programs to recruit paraprofessionals.

Career Mobility Programs. State education agencies can establish a career mobility program for paraprofessionals who already are working in classrooms assisting teachers with particular subjects. These persons should have a high school degree and have completed a specific number of college credits. To become certified as a teacher, the paraprofessional would take a set number of credits per semester, paid for by the agency.

Career Ladder Programs. School districts with teacher shortages might collaborate with universities to establish a career ladder program for their teacher aides. The university can organize evening classes, at either the school site or the university campus, and the teacher aides can take the same classes as do conventional education majors.

To be eligible for the program, the aides must have completed their first two years of general education. The admission requirements can include (1) a writing sample, (2) letters of recommendation, (3) classroom observations, and (4) a successful interview with a local professional education advisory board consisting of teachers and university professors.

An aide's salary would be provided by the school district, and the project coordinator would be compensated jointly by the school district and the university. The university would offer program participants reduced tuition rates.

Internship Programs. In collaboration with a local school district and a university, administrators might establish an internship program for paraprofessionals who have completed two years of college coursework. The program could include two summers of coursework in addition to a one-year internship. The internship could be implemented at either the elementary or the secondary level. The school district would pay the interns as well as their mentors a full salary for a slightly

reduced teaching load. The university would provide the coursework at reduced tuition rates or waive tuition completely. The organizer of the facilitating agency (state education agency, nonprofit organization, teacher union, etc.) would coordinate the effort.

The advantage of paraprofessional programs lies in the paraprofessionals' experience and familiarity with the profession. They are interested in the profession and motivated, and they welcome the means and the opportunity to become certified teachers.

RECRUITMENT OF RETIREES AND CAREER CHANGERS

Professionals who are retiring, retired, or changing careers may be recruited for an internship program. In collaboration with U.S. military bases, professional organizations, school districts, and local universities, administrators can identify retiring and retired persons or other college graduates who are interested in obtaining teacher certification. University faculty would interview applicants and review their backgrounds to ascertain their knowledge of the subject matter that would be taught. Faculty also would assess applicants' prior teaching experiences and their interest in and commitment to teaching.

The nontraditional teachers would be required to take a year of intensive professional education coursework at the university, which could be complemented by a workshop before the beginning of the semester. The workshop would enable these students to get to know each other, discuss schools and teaching, participate in early field experiences, and complete subject-matter courses in their specialties if necessary.

At the beginning of the semester, the school district would place the students as paid interns for one academic year. University faculty and school district supervisors would evaluate the interns.

Persons in this group possess extensive subject-matter knowledge, accumulated during the careers from which they are retiring or want to change. Many of them are interested in becoming teachers so that they can share their knowledge with young people.

PART III

Recruitment Success Stories

Administrators who are engaged in the recruitment of minorities into the teaching profession are well aware that no single solution, effective strategy, or perfect model exists that can alleviate the current minority teacher shortage.

Instead there are multiple solutions, a variety of effective strategies, and several success stories. The following examples profile successful minority recruitment efforts at California State University at Dominguez Hills, the University of Louisville in collaboration with the Jefferson County Public Schools (JCPS) and the JCPS Gheens Professional Development Academy (Ky.), Xavier University of Louisiana, and Heritage College in Washington.

These four case studies illustrate effective recruitment and academic efforts at large, small, public, private, and historically Black institutions. Located in distinctly different geographic regions and serving different racial and ethnic groups, all of these institutions have used a variety of successful recruitment and retention strategies.

Despite their diversity, these institutional programs have several common characteristics without which their recruitment efforts would not be successful:

- institutionwide commitment to recruit minorities into teacher education programs
- campus climate supportive of recruitment activities
- strong retention components
- enthusiasm, energy, and creativity devoted to the recruitment effort shared by all administrators and faculty involved
- commitment to collaboration
- adequate allocation of institutional and departmental resources (funds, release time, etc.)
- solicitation of external funding sources

CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS

INSTITUTIONAL BACKGROUND AND SETTING

California State University at Dominguez Hills (CSUDH) is a mid-sized regional university in south-central Los Angeles. One of 19 institutions in the California State University system, CSUDH has an enrollment of approximately 7,000 students. In addition to serving nearby communities with large Black and Hispanic populations, it serves communities with large numbers of Asians and Pacific Islanders who live within driving distance of the university.

In this context and given a high percentage of minority K-12 enrollment in the surrounding public schools, CSUDH works closely with the three school districts (Los Angeles Unified, Compton Unified, and Lennox Unified) that hire the majority of CSUDH's teacher graduates.

RECRUITMENT PROGRAM

Program Characteristics

Recognizing the demographic changes in Southern California and the urgent need for minority teachers, CSUDH's administration made a commitment to meet the needs of the local school districts surrounding it.

To accomplish that goal, CSUDH's education unit, the Center for Quality Education, developed a recruitment program titled Pool of Recruitable Teachers (PORT). PORT recruits teacher aides, particularly from the Lennox and Los Angeles Unified school districts, and works closely with the local community college at which these students initially enroll.

The second target population includes junior high school students, who are given an opportunity to enroll in a professional education course, "World of Education." The students receive college credits for taking the class, and after successfully completing their homework assignments, they serve as tutors in area elementary schools.

Complementing this initiative is the Saturday Program, an on-campus program introducing junior and senior high school students to the classroom. To prepare for their Saturday assignment, the students enroll in a ten-week program that includes three weeks of preparation and seven weeks of teaching elementary school students. The students receive an hourly wage for their work as teachers.

No program can be successful without a strong retention component. For this purpose, CSUDH designed a faculty mentor program that assigns faculty members to minority students to provide guidance, advice, and counseling when needed.

Admission Requirements

Students in the California State University system must rank in the upper third of their high school graduating class to qualify for admission. Grade point average and a combination of ACT and SAT scores are used

to determine an applicant's eligibility for admission. Because state guidelines permit institutions in the California State University system to admit 15 percent of students who do not meet the more traditional admission criteria, CSUDH uses this contingency almost exclusively to recruit minority students.

To be admitted to the CSUDH's education unit for a certification program or a graduate degree, students must rank in the upper half of students in their baccalaureate major and must have passed the California Basic Skills Test (CBEST). Because passing the CBEST is a requirement for certification in California, the center ensures that all of its students have passed the test before they obtain certification. The center provides a CBEST preparation course and practice test without charge.

Financial Aid

Financial aid is readily available to education students through state and federally funded programs, although none of the programs are specifically earmarked for education students. When students in the teacher aide program need financial assistance, the education unit helps them find a teaching position.

PROGRAM ADMINISTRATION

As are most ventures of this nature, the PORT program is costly. The administration of the program requires six persons (one full-time, five part-time) who assume responsibility for project oversight, personnel, budget, coordination of the high school students' staff development, and overall project implementation.

One indication of the supportive climate on campus and the institutional and departmental commitment to the recruitment of minority students is the fact that the part-time administrative staff contribute their time. In addition, the education unit has received a three-year Carnegie Corporation grant that supports the project.

SUCCESS IN A NUTSHELL

Despite logistical problems inherent in such an innovative project, several strengths enabled the PORT project to be successful:

- institutional and departmental commitment to prepare students for a multicultural and multiethnic environment, a commitment reflected in special admission criteria for minority students
- close collaboration with surrounding school districts and communities
- successful solicitation of external funding sources

THE UNIVERSITY OF LOUISVILLE, THE JEFFERSON COUNTY PUBLIC SCHOOLS (JCPS), AND THE JCPS GHEENS PROFESSIONAL DEVELOPMENT ACADEMY

PROJECT BACKGROUND AND SETTING

The Jefferson County, Ky., Minority Teacher Recruitment Project (MTRP) is a collaborative effort between the Jefferson County Public Schools (JCPS), the JCPS Gheens Professional Development Academy, and the University of Louisville. The project was initiated by a JCPS superintendent and a professor of education at the University of Louisville in spring 1985.

The JCPS school district is a large, urban school system with a student enrollment that is 32 percent Black; however, only 15 percent of the teachers in this urban school system are Black. To increase the number of minority teachers in the system, the University of Louisville in collaboration with the Jefferson County Public Schools, which were under a court-ordered desegregation mandate from 1975 to 1984, implemented the MTRP project.

RECRUITMENT PROGRAM

Program Characteristics

The Jefferson County Minority Teacher Recruitment Project has developed three recruitment components addressing different student pools in its community.

The Post-High School Program (PHSP) identifies post-high school candidates who are interested in teaching as a career. Most persons in this pool had not obtained teacher certification, for reasons such as lack of financial resources, or a decision to pursue another career.

These nontraditional students include not only JCPS teacher aides and nonprofessional employees of the school district and the university, but also employees in the business community such as secretaries, consultants, and managers. Program participants are primarily Black women, the majority ranging in age from 18 to 39. Of the 115 current participants enrolled at the University of Louisville, approximately 17 percent hold baccalaureate degrees. Almost 50 percent hold an associate degree or have studied beyond the associate level. The current participants are pursuing certification in these areas: 58 in elementary education (K-4), 17 in middle grades (5-8), 33 in secondary grades (9-12), 4 in K-8, and 3 in grades 7-12.

Since its inception, the program has experienced consistent growth. The number of persons participating in the program has increased from 300 inquiries about the program and 125 accepted participants in spring

1986 to more than 600 inquiries and 238 accepted participants in spring 1988.

Recognizing that nontraditional students need support services without which they may be unable to participate in the program, MTRP coordinators serve as mentors, giving students moral support and encouragement. They assist PHSP participants, for example, with developing household budgets, acquiring transportation, and obtaining child-care services.

Because participants complained about "being the only minority" or "the only nontraditional student" in their classes, the MTRP devised a team system. The mentors advise students in pairs, schedule their classes together, and encourage them to coach each other in preparing for examinations and completing assignments.

The High School Teacher/Mentor Program (HST/MP) involves all of Jefferson County Public Schools' 21 school districts. This MTRP component focuses on early identification of future teachers. The target group is comprised of freshman, sophomore, junior, and senior high school students, although juniors and seniors are given priority in the selection process. The program concentrates on recruiting Black students; however, nonminorities are also admitted and constitute approximately 15 percent of the total. Eighty percent of all HST/MP participants are enrolled in college preparatory courses at their high schools.

Twenty-five JCPS teachers serve as on-site MTRP coordinators and mentor a total of 400 students who have expressed interest in becoming teachers. The mentors receive special recognition and a small annual stipend. They work closely with the school administrators and counselors and develop individual recruitment and retention plans for their schools. Because of the diversity among coordinators, students, and schools, the recruitment activities differ from school to school.

The school activities have included Parents' Night workshops on financial aid, computer workshops, visits to education units at local colleges and universities, ACT and SAT preparatory workshops, peer tutoring programs, and much more. A special outreach program is the Adopt-a-Class program in which HST/MP participants serve as tutors for elementary and middle school students.

The HST/MP program has been successful and has resulted in (1) a Future Teachers' convention, (2) the establishment of a student executive board that develops a newsletter featuring significant events, and (3) program review and evaluation sessions.

The Middle School Awareness Program is an MTRP component currently in the pilot stage. The program targets eighth graders and aims to provide these students with opportunities to explore careers in teaching.

Admission Requirements

Admission to all MTRP program components requires (1) students' expressed interest in a teaching career, (2) evidence of potential success in a teacher education program, and (3) demonstrated willingness to complete the chosen certification program along with the MTRP service requirements.

Applicants for the Post-High School Program must have earned a high school diploma; HST/MP student candidates must demonstrate progress toward a high school diploma. Middle school students are admitted automatically to the awareness program.

Financial Aid

There is no financial assistance specifically for MTRP students. However, indirect funds are available

for Post-High School Program participants once they have been accepted into the program. The University of Louisville reserves two graduate assistantships and two work-study positions for MTRP participants each year. In addition, the JCPS have adopted a hiring preference policy for MTRP graduates.

PROGRAM ADMINISTRATION

As a program targeting all three student populations addressed in this guide, the MTRP relies heavily on contributions of volunteer time (e.g., the mentor teachers in the individual schools), but would be unable to operate without external funding, which was provided by the Ford Foundation and by matching grants from other organizations.

The MTRP project is coordinated by one full-time project director, two part-time graduate assistants, and two work-study students. The project director is a school district employee on a two-year loan to the university. The project director receives tuition remission for pursuing his or her doctorate at the university. The graduate assistants and the work-study students are paid by the university. The university also provides the project's office, telephone, and other administrative support.

A committee composed of the project director, the former project director, a university professor, and the director and a program specialist from the JCPS Gheens Professional Development Academy advises the project.

SUCCESS IN A NUTSHELL

After initial coordination difficulties among the collaborating parties, the program was implemented smoothly. Because a model was lacking, the project director devoted much time and energy to speaking with the students interested in the program and asking them about their needs and wants. The most significant hurdle was coordinating students' nonacademic needs.

The following points characterize the strengths of the MTRP:

- strong collaboration among the school district, public schools, and university
- commitment and demonstrated leadership from school district and university
- comprehensive recruitment approach including awareness, recruitment, and retention strategies
- successful solicitation of external funding sources

XAVIER UNIVERSITY OF LOUISIANA

INSTITUTIONAL BACKGROUND AND SETTING

Xavier University of Louisiana is a private, urban, Catholic, and historically Black institution in New Orleans. Founded in 1915 by the Sisters of the Blessed Sacrament, the university currently enrolls more than 2,500 students, two-thirds of whom come from the New Orleans area. Since its founding, one of the college's primary missions has been the preparation of teachers, most of whom are Black. Therefore, especially in the late 1960s and early 1970s, many of Xavier's graduates have been education majors.

However, with career opportunities for Black graduates expanding and the need for teachers declining, the number of Black teacher-education graduates in Louisiana declined by 55 percent between 1976 and 1983. On the basis of this fact, Xavier's Department of Education revitalized and restructured itself to recruit more students into teacher education.

Xavier's restructuring effort is exemplary in its accomplishments and can serve as a role model for other institutions encountering similar situations.

RESTRUCTURING EFFORT

Given the decreasing number of Black teacher-education graduates, Xavier's education department took a critical look at itself and concluded that it had to pay more attention to (1) entrance requirements to the education department, (2) the professional education curriculum, and (3) students' academic progress, for example, their passing rates on the National Teachers Examination (NTE).

The faculty revised and added to the department's professional education curriculum. The department now monitors students' academic progress closely and communicates standards verbally and in writing at monthly student meetings, as well as by personal correspondence.

Xavier's education faculty and staff, concerned with the students' passing rates on the NTE, developed an optional four-hour seminar on test-taking skills and require students to take the communication skills and general knowledge sections of the NTE before they are admitted to the education department. Most students also take and pass the last sections of the NTE before their final semester at Xavier. The university encourages this practice by offering to waive the departmental senior comprehensive examination for students who pass the NTE before their last semester.

Admission Requirements

Xavier's requirements for admission to its education department now reflect the changes just described. Education majors (who do not enter the department until their junior year) must fulfill the following requirements for acceptance into the department: (1) maintain a grade point average of 2.5, (2) achieve at least a C average in every course, (3) demonstrate proficiency on universitywide English, mathematics, speech, and reading examinations, (4) complete three clock-hours

of counseling, (5) pass the first two sections (communications skills and general knowledge) of the NTE, (6) be a member of a professional organization, and (7) receive a satisfactory rating on an interview with the teacher education admissions committee.

Financial Aid

Although Xavier University does not award scholarships specifically for teacher education students, it does provide potential students with information on state and federal scholarships and forgivable loan programs. However, a student who is interested in teaching in a Catholic school can apply for a special scholarship awarded annually to an outstanding Catholic student by Xavier's founding order, the Sisters of the Blessed Sacrament. The student must teach in a Catholic school for each year that he or she receives the $2,500 scholarship. Two recipients have graduated and are teaching in Catholic schools in New Orleans.

RECRUITMENT ACTIVITIES

The education department implemented several recruitment activities along with the restructuring. The department communicated its message and requirements in a brochure distributed at high school career fairs, promoted its programs at Future Teachers' Clubs at local high schools, and provided financial aid information to potential majors. It also sought out the university's undeclared majors and provided them with similar information.

Personal Contact with High School Students

The most successful effort was the department's personal contact with high school students. The education department worked closely with the university's admissions office and obtained names of high school students interested in attending the university and in becoming education majors. The department contacted these students personally by letter and telephone to inform them about the program and to answer questions. The result has been a tripling of education enrollment for the last two years.

Education Minor Program

To enable students who have majored in another academic area to teach, the education department developed an education minor program. The program includes 18 semester hours of professional coursework in education for those students who may later decide that they want to teach in their chosen subjects. Most of the six courses are accepted toward certification in all states; several students have passed the NTE and are teaching now on temporary certificates.

Master of Arts in Teaching Program

To accommodate students who have baccalaureate degrees and are interested in teaching, Xavier's Graduate School of Education designed a Master of Arts in Teaching (MAT) program. The students take professional education courses for certification and a master's degree. So far the program has attracted more than 125 persons, who work full-time and take courses in the university's evening program. This program has required the cooperation of faculty in several academic disciplines to accommodate all of the people who have returned to teach in secondary fields.

ADMINISTRATION OF THE RESTRUCTURING EFFORT

The restructuring of Xavier's education department proved successful because it was approached slowly and had the full support of the education faculty and the university administration. The department did not receive any additional funding or release time for its

restructuring and recruitment initiatives but relied solely on the department's energy and enthusiasm. As one of nine participants in the Southern Education Foundation Consortium program, Xavier has received significant funding from the Bell South Foundation and the Pew Charitable Trusts for this project designed to increase the number of minority teachers.

SUCCESS IN A NUTSHELL

The example of Xavier University's education department shows that a critical examination is in order when an education department wants to determine how to increase the number of minority teachers on its campus. Because it conducted such an examination, the Xavier education department recruited three times as many education students in 1987 and 1988 as in previous years. In addition, many students already enrolled at Xavier decided to become education majors, and all found teaching positions immediately after graduation.

Further, education majors' performance on the NTE improved significantly. As a result of the revised admission standards and the test-taking skills seminar, 79 percent of the education majors (22 of 28) passed all sections of the NTE before their last semester between 1986 and 1988, compared with 63 percent (19 of 30) in 1984 and 1985. Currently, more than 90 percent of sophomore students who have taken the NTE have passed two or more sections.

These accomplishments were made possible by the following factors:

- critical self-examination by the education department
- comprehensive restructuring efforts and implementation of recruitment and retention activities
- full commitment of the education faculty and university administrators

HERITAGE COLLEGE

INSTITUTIONAL BACKGROUND AND SETTING

Heritage College is a small private college in rural Toppenish, Wa. Situated in the large agricultural Yakima Valley close to the Yakima Indian reservation, the college serves primarily Native American and Hispanic students who are often the first of their families to attend college. Heritage College enrolls approximately 375 students, who are on average 34 years old. Seventy-five percent hold part-time or full-time jobs, and all are commuters.

To provide its constituents with a high-quality liberal arts education and supply bilingual elementary teachers to its local school district, Heritage College and the Yakima Public Schools developed Project Future.

RECRUITMENT PROGRAM

Program Characteristics

Project Future is a career-ladder program for Hispanic, bilingual teacher aides of the Yakima Public Schools. This program is a joint venture of Heritage College and the school district, which needs teachers who are bilingual in Spanish and English.

To become certified teachers, the teacher aides combine practical, hands-on experience with professional preparation. During the school year, the aides work in bilingual, bicultural classrooms by day and take education courses in the evening either on the college campus or on the school site. The teacher aides take their professional education classes with the conventional education majors unless they have special training needs, such as bilingual education methodology or multicultural curriculum. For these purposes, the project coordinator sets up special classes that are taught either during the school year or during the summer.

If students feel that they need academic assistance, they consult with the college's Academic Skills Center, which provides instruction at no cost in reading, writing, mathematics, and study skills.

Upon successfully completing the program, Project Future teachers are assured employment in their school district.

Admission Requirements

All Project Future applicants should have completed their general education requirement. Those who have not may do so at Heritage College before they officially enter Project Future. Other requirements include a writing sample, classroom observations, passing of a standardized test, letters of recommendation, and a successful interview with the professional education advisory board, composed of local teachers and administrators.

Financial Aid

As a small state-funded institution, Heritage College has only limited financial aid resources. Nonetheless, it informs students of federal and state resources such as Pell grants and student loans as well as grants and fellowships from national and regional foundations. To

enhance students' chances of receiving as much money from as many different sources as possible, the financial aid office develops an individualized financial aid package with each student.

Many students welcome this personal approach to financial aid planning, with all its paperwork, at a time when they need to familiarize themselves with their new and often confusing environment.

Heritage College also uses its work-study funds creatively. It recruits enrolled Native American and Hispanic students as mentors for new students. The mentors assist new students with any questions they might have at the beginning, for example, networking with other students, forming study groups, and carpooling. The mentors also attend community-based meetings and reach out to potential teachers to explain the opportunities available at Heritage College.

PROGRAM ADMINISTRATION

Although a small institution, Heritage College has succeeded in preparing its own teachers through a partnership with and strong support from the school district and its superintendent as well as support from the college and its president. The project is operated by two part-time persons—one program coordinator on the college level and one on the high school level—and work-study students functioning as mentors.

The program is funded jointly by the school district, the college, and a grant from the Consortium for the Advancement of Higher Education.

SUCCESS IN A NUTSHELL

So far Project Future has enrolled 15 students and has been extended to include two additional school districts since the beginning of 1989. The only problem the college encountered with the start-up of Project Future was the reactions of recruitees' spouses who did not understand and/or objected to the students' participation in the program. Social gatherings and counseling sessions with all involved parties overcame these initial difficulties.

The strong components of Heritage College's Project Future are

- strong commitment by school and college leadership to prepare bilingual teachers for its own region,
- excellent combination of recruitment strategies that double as retention techniques, and
- creative and personal assistance for the students.

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